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Cross-cultural competence as the basis of esp learning

Multi-cultural basis of the modern society is the main reason of cross-cultural competence-based education. Under the rapprochement of different cultures and world globalization processes, cross-cultural competence mastering becomes an integral part of any professional skills and experience of a qualified specialist in all spheres of human activities. In higher vocational training sector cross-cultural education is aimed at the formation of the conception about the versatile cultural changes in the world, multilevel structure of every culture, accustoming to different cultures, the formation of the faculty for cross-cultural interaction, empathy and tolerance, the ability to solve conflicts or contradiction, happening during the professional activities under cultural intersecting. Cross-cultural education based on the competence approach is aimed at cross-cultural competence formation. Cross-cultural competence is distinguished by the researches as the competence referring to the life in multi-cultural society. More and more societies become poly-ethnic so the problems of enculturation and cross-cultural competence formation are brought to the forefront. The world experience proves integration and own cultural identity preservation to be the most successful strategy of enculturation. In this instance the only rational educational ideology is cross-cultural-based ESP learning aimed at positive attitude to different ethnical groups and free-will adaptation of social and political institutions to the needs of different cultural groups. The students must realize the consequences caused by prejudice and discrimination. It must be emphasized that the enculturation means mutual adaptation and integration of different groups-representatives within a society. Among the positive aspects of cross-cultural diversity in a society there is overactive social ability for adaptation, reasonable competitiveness necessary for a dynamically developed society, broad opportunities for versatile life choices. All those qualities can be useful under abrupt changes of living or working conditions, habitat, etc. especially from the standpoint of Bologna process and increased mobility of students and specialists.